

Introduction to the Secondary Longitudinal Studies from 1972-2000

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Module Objectives

- Provide an overview of NCES secondary longitudinal studies from 1972-2000
 - [National Longitudinal Study of 1972 \(NLS-72\)](#)
 - [High School and Beyond \(HS&B\)](#)
 - [National Education Longitudinal Study of 1988 \(NELS:88\)](#)
- Introduce the NLS-72, HS&B, and NELS:88 and their:
 - Target populations
 - Sample and study designs
 - Data collection years and data sources
- Highlight the broad topics for which data are available for analysis

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History of NCES Secondary Longitudinal Studies

- The NCES [Secondary Longitudinal Studies Program](#) was initiated in 1972
- Prior to 1972, two major studies influenced the design of the initial secondary longitudinal study
 - Project Talent
 - A study of 400,000 ninth through twelfth graders in 1,300 schools initially surveyed in 1960
 - Followed study participants one, five, and eleven years after expected high school graduation
 - Equality of Educational Opportunity Study
 - A 1966 cross-sectional study of first-, third-, sixth-, ninth-, and twelfth-grade students
 - Examined the interrelationships of school effects, race, and the influence of home background

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History of NCES Secondary Longitudinal Studies (Continued)

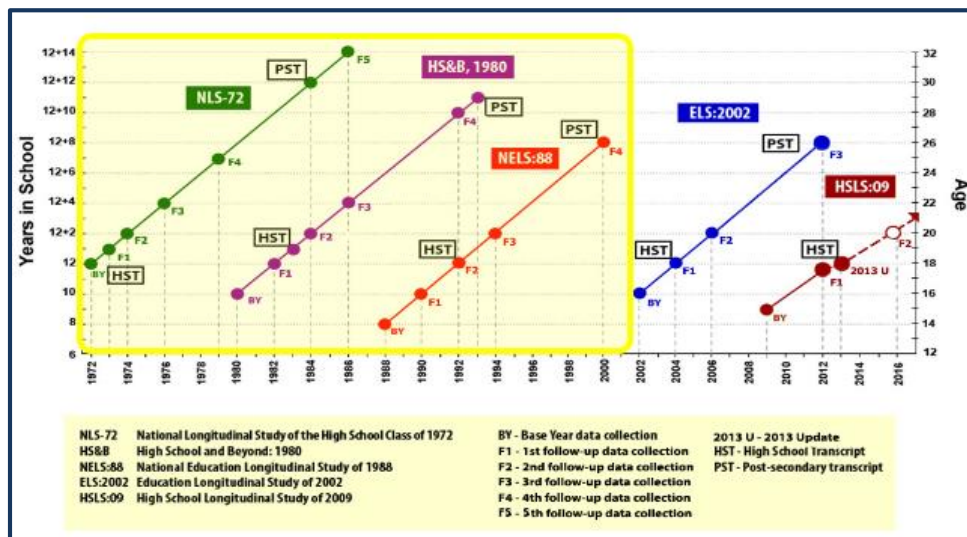
The [National Assessment of Educational Progress \(NAEP\)](#) also influenced the Secondary Longitudinal Studies Program

- NAEP began in 1969
- Collects nationally representative outcome data
- Assesses children across the country in major subject areas such as reading, mathematics, and science

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The Five NCES Secondary Longitudinal Studies



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Objectives of the Secondary Longitudinal Studies from 1972-2000

1. Provide longitudinal data about critical transitions experienced by students
2. Obtain information about factors that influence these transitions
3. Obtain information about the student and their educational experiences from multiple perspectives
 - Integrate student, parent, teacher, school, and administrative data to more fully describe the education and life experiences of a given student
4. Support analyses among distinct subgroups
5. Examine transition trends and outcomes over time
 - Secondary longitudinal studies are designed to be comparable with other NCES sponsored longitudinal studies to provide trends over time

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- National Longitudinal Study of 1972 (NLS-72)
 - Cohort of 1972 high school seniors followed through 1986
- High School and Beyond (HS&B)
 - Cohort of 1980 high school sophomores followed through 1992, and in 2013-14
 - Cohort of 1980 high school seniors followed through 1986
- National Education Longitudinal Study of 1988 (NELS:88)
 - Cohort of 1988 8th graders followed through 2000
- Summary of the Secondary Longitudinal Studies from 1972-2000

Note: For the purposes of these modules, the restricted-use DVDs discussed are the restricted-use files that are currently being released by NCES. These files will only be available to restricted-use license holders. While NLS-72 and NELS:88 will include all cases ever surveyed, the HS&B sophomore and senior data files will be limited to the cohort samples: NLS-72, 22,652 cases; HS&B sophomore cohort, 14,825 cases; HS&B senior, 11,995 cases; and NELS:88, 27,805 cases. These are the cases (students) that will appear on the restricted-use DVDs as ASCII and SAS syntax files.

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National Longitudinal Study (NLS-72)

- Planning for NLS-72 began in 1968
- Designed to provide statistics on a national sample of students as they moved out of the American high school system into the critical years of early adulthood
- Six rounds of data were collected between 1972 and 1986

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NLS-72 Target Population

- Planning for NLS-72 began in 1968
- Designed to provide statistics on a national sample of students as they moved out of the American high school system into the critical years of early adulthood
 - Six rounds of data were collected between 1972 and 1986

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NLS-72 Sample and Study Design

Stratified two-stage probability sample

- Stage 1: School selection
 - All public and private schools in the 50 states and the District of Columbia which contained 12th graders during the 1971-72 school year
 - Excluded students from schools for the physically or mentally handicapped, legally confined students, and those enrolled in other high schools (e.g., vocational schools)
 - Oversampled schools in low-income areas and schools with a high proportion of minority group enrollment
 - Final sample: 1,061 high schools provided base year data (257 schools were added during the first follow-up)

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NLS-72 Sample and Study Design (Continued)

Stratified two-stage probability sample

- Stage 2: Student selection
 - Goal was 18 seniors per school
 - Final sample: 16,683 students (4,450 students were added during the first follow-up)

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NLS-72 Data Collection Years

- Base Year (BY), 1972
- First Follow-up (F1), 1973
- Second Follow-up (F2), 1974
- Third Follow-up (F3), 1976
- Fourth Follow-up (F4), 1979
- Postsecondary education transcripts, 1984
- Fifth Follow-up (F5), 1986

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NLS-72 Base Year (BY) [Data Collection](#)

- Student Questionnaire
 - Age, sex, racial/ethnic background, physical disability status, socioeconomic status of family and community, school characteristics, future education and work plans, school experiences, school performance, work status, and work performance and satisfaction
- Student Assessment
 - Vocabulary, Picture number, Reading, Letter Groups, Mathematics, Mosaic Comparisons
- Student's School Record Information Form (SRIF)
 - High school curriculum, Grade Point Average (GPA), credit hours in major courses, ability groupings, remedial-instruction record, involvement in federally supported programs, and scores on standardized tests
- School-related Questionnaires
 - School Questionnaire
 - Counselor Questionnaire

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NLS-72 Follow-Up [Data Collections](#)

- First Follow-up (F1) - 1973
 - Sample members were asked where they were and what they were doing in 1973
 - Retrospective information on some BY variables for 4,450 students added to the BY sample
 - Counselor Questionnaires were not obtained from the 257 schools added to the BY sample
- Second Follow-up (F2) - 1974
 - Sample members were asked where they were and what they were doing in 1974
 - Key activity status information was collected through a special retrospective survey (Activity State Questionnaire)
- Third Follow-up (F3) - 1976
 - Sample members were asked to summarize experiences since the previous collection

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NLS-72 Follow-Up [Data Collections](#) (Continued)

- Fourth Follow-up (F4) - 1979
 - All sample members were asked to summarize experiences since the previous collection
 - 5,550 sample members were asked to complete a Supplemental Questionnaire to collect missing data from prior follow-ups
 - 2,600 sample members were retested using a subset of the base year student assessment
- Postsecondary education transcripts - 1984
- Fifth Follow-up (F5) - 1986
 - All sample members were asked to summarize experiences since the previous collection
 - General information (i.e., career status, home ownership, and type of community); work experience, periods unemployed, education, other training, family formation, child care, and background information was also collected

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[High School and Beyond \(HS&B\)](#)

- Started in 1980 in attempt to replicate findings from NLS-72
- Included two longitudinal cohorts
 - 1980 high school sophomores
 - Observe the transition from 10th to 12th grades and to follow students who dropped out of school between 10th and 12th grades
 - 1980 high school seniors
 - Compare high school seniors in 1972 with high school seniors in 1980
- Five rounds of data were collected between 1980 and 1992 for the sophomore cohort
- Four rounds of data were collected between 1980 and 1986 for the senior cohort

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HS&B Base Year Target Population

Nationally representative samples of 1980 high school sophomores and seniors

- 30,030 high school sophomores (restricted-use file contains 14,825)
- 28,240 high school seniors (restricted-use file contains 11,995)
- 1,015 high schools in 1980 containing both 10th and 12th graders

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HS&B Sample and Study Design

Stratified two-stage probability sample

- Stage 1: School selection
 - Public and private high schools in the 50 states and the District of Columbia
 - Oversampled public schools with high percentages of Hispanic students, Catholic schools with high percentages of minority students, alternative public schools, and private schools with high-achieving students
 - Final sample: 1,015 high schools provided base year data

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HS&B Sample and Study Design (Continued)

Stratified two-stage probability sample

- Stage 2: Student selection
 - 36 sophomores and 36 seniors were sampled from each school
 - Final sample: (30,030 sophomores and 28,240 seniors)

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HS&B Data Collection Years

Sophomore Cohort	Senior Cohort
<ul style="list-style-type: none"> • Base Year (BY), 1980 • First Follow-up (F1), 1982 • High school transcripts, 1982 • Second Follow-up (F2), 1984 • Third Follow-up (F3), 1986 • Fourth Follow-up (F4), 1992 • Postsecondary transcript collections, 1986 and 1992 	<ul style="list-style-type: none"> • Base Year (BY), 1980 • First Follow-up (F1), 1982 • Second Follow-up (F2), 1984 • Third Follow-up (F3), 1986 • Postsecondary transcript collection, 1984

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HS&B Base Year (BY) [Data Collection](#)

- Student Questionnaires (sophomore and senior versions)
 - Individual and family background, high school experiences, work experiences, and plans for the future
- Student Identification Pages
 - Locating/contact information
 - Students' use of, proficiency in, and educational experiences with languages other than English
- Student Assessment
 - Vocabulary, reading, mathematics (two parts), science, writing, civics education, and abstract and nonverbal abilities

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HS&B Base Year (BY) [Data Collection](#) (Continued)

- School Questionnaire
 - Enrollment, staff, educational programs, facilities and services, dropout rates, and special programs for handicapped and disadvantaged students
- Teacher Comment Checklist
 - Observations on students participating in the survey
- Parent Questionnaire
 - Effects of family attitudes and financial planning on postsecondary educational goals

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HS&B Follow-Up [Data Collections](#) for the Sophomore Cohort

- First Follow-up (F1), 1982
 - Documented secondary school experiences, especially shifts in attitudes and values since the base year, as well as work experiences and plans for postsecondary education
 - Sophomore cohort sample members were retested using the base year student assessment
- Second Follow-up (F2), 1984
 - Included background information, education, other training, military experience, work experience, periods unemployed, family information, income, and experiences and opinions
- Third Follow-up (F3), 1986
 - Updated background information and provided information about their work experience, unemployment history, education and other training, family information, income, and other experiences and opinions
- Fourth Follow-up (F4), 1992
 - Updated background information and provided information about their work experience, unemployment history, education and other training, family information, income, and other experiences and opinions
- Postsecondary education transcript collection, 1986 and 1992

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HS&B Follow-Up [Data Collections](#) for the Senior Cohort

- The same questionnaire was administered across all three follow-up data collections for the senior cohort
 - Document current status as of 1982, 1984 or 1986
 - Asked questions about high school graduation status, occupation, postsecondary education and financial aid, military service, family status, income, activities and opinions, use of cigarettes and alcohol, voting behavior, and disabilities
- Postsecondary education transcript collection, 1984

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National Education Longitudinal Study of 1988 (NELS:88)

- Initiated in 1988 with a cohort of 8th graders
- The objectives of this study included
 - Providing longitudinal data about critical transitions experienced by students
 - Middle school to high school
 - Dropping out of school
 - Transitions to postsecondary education
 - Transitions to work
 - Integrating student, dropout, parent, teacher, and school data
 - Supporting analyses among distinct subgroups
 - Linking with previous longitudinal studies
- Five rounds of data were collected between 1988 and 2000

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NELS:88 Target Population

- Nationally representative samples of 24,599 eighth graders and the 1,057 eighth grade schools they attended
- Sample was freshened in 1990 and 1992, when students were sophomores and seniors in high school
- Students are the basic unit of analysis in NELS:88
- Data from schools, teachers, and parents serve as context
 - Schools provide data on admissions and academic policies, school climate, and teacher compensation
 - Teachers provide data on classroom instructional practices
 - Parents provide data on the student's family and home experiences
- While the previous longitudinal education studies have obtained some information from teachers and parents for subsamples of students, NELS:88 provides extensive information from these sources for all students

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NELS:88 Sample and Study Design

Stratified two-stage probability sample

- Stage 1: School selection
 - 40,000 public and private schools serving approximately 3 million 8th graders in the 50 states and the District of Columbia were identified
 - Oversampled schools with
 - High proportions of African American and Hispanic students
 - Private schools
- Final sample: 1,052 high schools provided base year data

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NELS:88 Sample and Study Design (Continued)

Stratified two-stage probability sample

- Stage 2: Student selection
 - Randomly selected 24 to 26 students per school
 - Oversampled Asian/Pacific Islander, Hispanic, and private school students
 - Excluded approximately 5% of students on rosters
 - Mental disabilities (~3%)
 - Physical disabilities (<1%)
 - Language difficulties (~2%)
 - Final sample: 24,599 students

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NELS:88 Data Collection Years

- Base Year (BY), 1988
- First Follow-up (F1), 1990
- Second Follow-up (F2), 1992
- High school transcripts, 1992
- Third Follow-up (F3), 1994
- Fourth Follow-up (F4), 2000
- Postsecondary transcript collection, 2000

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NELS:88 Base Year (BY) [Data Collection](#)

- Student Questionnaire
 - Background, language use, family, opinions about themselves, plans for the future, jobs and chores, school life, schoolwork, and activities
- Student Assessment
 - Mathematics, Science, English, and Social Studies
- Parent Questionnaire
- Teacher Questionnaire
- School Administrator Questionnaire

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NELS:88 Follow-Up [Data Collections](#)

- First Follow-up (F1) data collection included a student questionnaire, a student assessment, and a teacher and principal questionnaire
 - In-school Questionnaire, Out-of-school Questionnaire, and New Student Questionnaire
- Second Follow-up (F2) data collection included a student questionnaire, a student assessment, and a parent, teacher and principal questionnaires
 - In-school Questionnaire; Out-of-school Questionnaire; New Student Questionnaire; and Early Graduate Questionnaire
- Third Follow-up (F3) data collection utilized the Young Adult Questionnaire
 - Family structure, high school completion/college enrollment, financial aid, college major/degree plans, employment, work related training, life course
- Fourth Follow-up (F4) data collection utilized the Adult Questionnaire
 - Current activities, employment, job-related training, college enrollment, family

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NELS:88 First Follow-Up (F1) Sample

- Freshened students
 - Added a small sample of 10th graders that **were** in tenth grade participating schools during 1990 **but were not** in the base year sampling frame (e.g., 8th graders)
 - First NCES study to 'freshen' its sample
- Base-year ineligible students (BYI)
- Dropouts followed with certainty
 - NCES ensured that sufficient numbers of dropouts responded to the NELS:88 questionnaires, and in some cases additional questionnaires, to ensure that researchers could report findings regarding this subgroup

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Summary of the Secondary Longitudinal Studies from 1972-2000

- Researchers are still using NLS-72, HS&B, and NELS:88 to examine:
 - Transitions from high school to postsecondary education and work (NLS-72)
 - Transitions from high school to postsecondary education and work (HS&B 12th grade cohort)
 - Transitions through high school and a look at late dropouts (HS&B 10th grade cohort)
 - Transitions from middle school to high school and beyond (NELS:88)
- Most cohorts followed for at least 10 years (NLS-72 – 14 years; HS&B 12th grade cohort – 6 years; HS&B 10th grade cohort – 12 years; and NELS:88 – 12 years) across three decades
- Inclusion of additional students across NELS:88 through freshening enable comparisons across studies
 - The NELS:88 8th grade cohort was freshened in the 10th and 12th grade to form a sophomore and a senior cohort, enabling comparisons of the senior classes of NLS-72 and HS&B with the NELS:88 senior cohort
 - NELS:88 data are also comparable to ELS:2002 at both the 10th and 12th grade levels

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Uses of the Secondary Longitudinal Studies from 1972-2000

- Each round of data can be examined at a specific point of time or as a cross-section
- Respondents within a specific dataset can be followed across time (longitudinal)
- Respondents within the four cohorts can be compared across time periods (e.g., 1970s, 1980s, and 1990s)
- Taken together, these studies can be [used](#) to describe the educational experiences of students from three decades—the 1970s, 1980s, and 1990s—and also provide bases for further understanding of the correlates of educational success in the United States

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Topics for Which Data Are Available

To date, researchers have used these data to address many topics including, but not limited to:

- Academic achievement and cognitive growth
- Coursetaking and grades
- Educational engagement, peer influence, and drug and alcohol use
- School disengagement and dropout behavior
- School violence and student misbehavior
- School processes, structure, and effectiveness
- Issues of equity for various subgroups, students with disabilities, and neighborhood/community effects
- Educational and career expectations
- Postsecondary educational access and choice
- Postsecondary educational persistence and attainment
- Transition to the job market
- Family formation
- Life goals and values

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Module Summary

- Description of secondary longitudinal studies for the period 1972-2000 including the:
 - NLS-72
 - HS&B
 - NELS:88
- Description of the studies and their:
 - Target populations
 - Sample and study designs
 - Data collection years, data sources, and data collection methods
- Description of the broad topics for which data are available for analysis

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Module Resources

- [National Longitudinal Study of 1972 \(NLS-72\)](#)
- [High School and Beyond \(HS&B\)](#)
- [National Education Longitudinal Study of 1988 \(NELS:88\)](#)
- [Secondary Longitudinal Studies Program](#)
- [National Assessment of Educational Progress \(NAEP\)](#)
- [NLS-72 Data Collection](#)
- [HS&B Data Collection](#)
- [NELS:88 Data Collection](#)
- [Collective uses of the secondary longitudinal datasets](#)